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ABSTRACT

The American Association of State Colleges and Universities in conjunction with the Sears Roebuck Foundation offered financial support to various state colleges and universities which were planning innovative programs for educating inner-city teachers. Twenty-two schools submitted proposals, and five were selected for funding after a stringent review process. The institutions awarded grants were California State University, Los Angeles; Chicago State University; Rhode Island College in Providence; The University of Toledo; and Weber State College in Ogden, Utah. (The programs are described in this document.) (JB)

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The Urban Teacher Education Planning Grant Program of the American Association of State Colleges and Universities

SP 006 675

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AN EXPERIMENT IN PLANNED CHANGE

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April 1973

AN EXPERIMENT IN PLANNED CHANGE.....

the story of five small grants
and how they were used to plan
new ways to educate teachers
for inner-city schools

Jane Otten, Editor

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To order copies of the original reports of participating institutions or to request further information from them, please see Appendix C.

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PREFACE

In 1967, the American Association of State Colleges and Universities established a Committee on Urban Programs whose charge was to attempt to wed the expertise and capabilities of state colleges and universities to the educational and other problems of the cities in which they were located.

Since the Association's member institutions historically educate about half the country's teachers, it seemed natural that the Committee should explore the possibilities for improving the education of teachers for inner-city schools. This exploration began in 1968. With support from a grant provided by The Sears-Roebuck Foundation, the Committee sought to learn whether conducting teacher education programs in non-traditional settings--storefronts, community centers, local churches--would be feasible and productive. After visiting numerous institutions in urban areas, a team of teacher educators concluded that social geography was not a crucial determinant of the quality and effectiveness of urban teacher education.

What the team did recommend, however, was that the AASCU and The Sears-Roebuck Foundation pursue their interest in urban teacher education by offering financial support to state colleges and universities prepared to plan new and promising training programs that emphasized the development of professional competencies in school settings. "The great need," the team's report said, "is to put ideas together into operational programs that can alter traditional education."

The Foundation agreed to fund a program whose goal would be to plan innovative programs for educating inner-city teachers, and in May 1971 the Committee announced to member state colleges and universities that funds were available to support "promising proposals to design competency-based urban teacher education programs utilizing the coordinated resources of colleges, public schools and communities."

The guidelines stipulated that the Foundation would support up to eight planning grants of from

$5,000 to $10,000 each. "The central objective," the guidelines said, "is to encourage and accelerate the planning and development of urban teacher preparation programs that are funded internally, rather than those predicated on external grants, as necessary as such grants may be."

The deadline for receiving proposals was August 15, 1971, with announcements of the grants scheduled for October 1. The planning period was to begin on January 1, 1972, and to end on July 1. A program plan, due on August 1, 1972, was to be definitive enough to "bring the teacher education program into existence and carry it on for at least a two-year period during which the concepts, assumptions, structures, operating mechanisms, content, techniques and other elements" could be fully tested.

Five teacher education experts formed a steering committee governing the grant program. They were: Dr. Lawrence J. Barnett, professor of education at the University of Wisconsin-Milwaukee; Dr. Anthony LaDuca, at that time on the staff of the Center for Urban Education in New York City; Dr. Howard Coron, director of student teaching at New York University; Dr. Donald Orlosky, professor of education at the University of South Florida and associate director of the National Leadership Training Institute on Teacher Centers; and Dr. Richard Wisniewski, associate dean of the School of Education at the University of Wisconsin-Milwaukee.

Guidelines stated that "planning grants should offer institutions the opportunity to investigate new approaches in the preparation of pre-service teachers for urban school systems," and that the proposed programs "should differ substantially from traditional experience." Proposals were to focus on preparing teachers for urban schools serving low-income populations and were to specify approaches to the task of assessing teacher performance. "The urgency of the need for skilled urban teachers requires boldness in thought and systematic application of what is already known," the guidelines said.

Twenty-two proposals were submitted to the steering committee for review and five were selected for funding after a stringent review process which tested each proposal systematically against the stipulations of the original guidelines. Each grant gave $10,000 to the recipient institution. Each member of the steering committee was appointed as a consultant to one of the five participating institutions, and

additional grant funds paid for each consultant to make three two-day site visits to his institution during the planning period.

The institutions selected were California State University, Los Angeles, to which Dr. Barnett was assigned as consultant; Chicago State University, where Dr. LaDuca was assigned; Rhode Island College in Providence, whose consultant was Dr. Orlosky; the University of Toledo, whose consultant was Dr. Coron; and Weber State College in Ogden, Utah, to which Dr. Wisniewski was assigned.

California State University proposed to establish for its prospective teachers an on-campus training facility which would include a simulation and games laboratory, a complete self-instructional programmed center, an inner-urban video-tape models bank, and instructional and media materials produced by urban students and by student and graduate teachers. Using this "multiplex-media approach," the University hoped to develop urban teachers who would help children of diverse cultural and economic backgrounds (53 per cent of the Los Angeles urban student population comes from minority groups) to meet the same educational goals as the rest of the public school population.

Chicago State University planned to prepare personnel "effectively trained to teach reading and communication skills," which the University regarded as necessities for learning in other areas. The proposal also emphasized the preparation of public school teachers and administrators with a strong sense of community mission. "If current trends in urban education are to be reversed," the University said in its proposal, "one of the first priorities must be for the public schools to develop a sense of relevance among their constituents."

The program at Rhode Island College planned to use the coordinated efforts of two other local colleges and their teacher education programs, educational and community agencies in Providence, and the State Department of Education. Trainees were to have more self-direction than that given in traditional programs, were to learn at their own rate, select the units they would study, and be trained early in self-evaluation. "A teacher education program must itself be a model of creative teaching, continual critical self-analysis, disciplined inquiry, and exploration and adoption of a program to individualize differences--both social and economic," the College said. "Students who learn this way will teach their own students in the same manner."

The University of Toledo plan was for a united effort, utilizing the talents and resources of the University, the local school agency, and the Toledo urban community. "To train teachers of high quality, sensitive to the unique educational problems of children living in urban communities, requires not only communicating the most advanced educational techniques, but also understanding urban communities," the University declared. "These communities possess needs, values and problems different from those commonly encountered in the United States." To achieve this goal, the University planned to work with existing community representatives in the Toledo metropolitan area and to give its students a minimum amount of time on campus and a maximum amount in the target Toledo schools and communities.

Weber State College expected to build from the success of its award-winning WILKITS (Weber Individualized Learning Kits) and adapt these self-instructional materials pointedly to train teachers "for the culturally different and the poor." The College's Institute of Ethnic Studies and its School of Education planned to work together with local urban school districts and with the Intermountain Indian School to develop a core of self-instructional urban teaching materials. The planning program would plot a method of recruiting prospective urban teachers and of giving them positive attitudes and positive techniques for urban teaching, thus turning around an educational system which "has long been directed toward the education of the middle-class majority, and, in so doing, has all but ignored the unique needs of the urban, the semi-urban and the culturally different student."

Even at the outset, this appeared to be an unusual grant program. Each grant involved a modest amount of money, compared to the amounts that had for many years been funneled toward the problems of urban schools. Funds were purely for planning: not one cent for implementation. And finally there was another innovation--the free services of a consultant went along with each grant. These unusual elements contributed to some impressive results.

There was an orderly structure to the planning period and, from the beginning, a conscious effort to share information. Each consultant wrote a report of each site visit during the planning period and sent a copy to each other consultant, to the Foundation representative, and to the Committee on Urban Programs. Each series of reports has been distilled into a chapter in this booklet.

I

THE EFFICACY OF SMALL GRANTS

by

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Looking back on it, the hypothesis tested in this grant program is that small grants might just work--that they would provide enough seed money to initiate a viable planning process.

This hypothesis is based on at least two premises. The first is that most institutions have little money available for planning purposes. While a professor might be given some released time for planning, he usually does not have a budget that helps to provide him with any other resources. The second premise is that the guidelines for spending planning money should be kept relevantly open. The goal in this program was for each institution to spend its money in ways most appropriate at that institution.

The determination that the planning grants would amount to $10,000 each is explained by the simple acknowledgment of the limited funds available. There is no magic, hence, in a grant of ten thousand dollars, or eight or fifteen thousand dollars. At the same time, the experience of the consultants suggested that ten thousand dollars was just about the right amount for seed money, providing that the institutions receiving the grants would not charge large overhead fees.

Putting it another way, what can you do with ten thousand dollars? The five participating institutions developed a variety of answers. Almost all of them spent some of the money initiating conferences for members of the faculty, or, in some cases, for a major portion of the faculty. Some institutions held retreats where their faculties could spend a few days away from the campus to think through plans for an urban education program. Some of the money was uti-

lized for travel purposes, giving faculty members opportunities to visit other programs and exchange ideas. The opportunity to travel was of particular importance at those institutions which felt that they were somewhat "off the beaten track." Some of the money was used to purchase sample materials--films, books, simulation materials, and games. Some of the money was utilized to hire student assistance. Community representatives were paid to attend planning meetings; other consultants were brought to the campus; some of the money went for secretarial help.

None of these is an unusual expenditure of funds. On the contrary, they are very much what usually is done with planning funds. And that is just the point. The experience of the Foundation and the consultants verified that all of these activities are appropriate, but not all of them need to be utilized at any given location or at a given time. Most of the money could have been utilized to provide released time for one or two faculty members. If released time appeared to be the most appropriate mechanism at a given institution, the planning grant made that possible. If, on the other hand, the money could better be used for bringing together consultants and faculty members in a variety of planning sessions, that obviously was a better use of the money.

The key point here is that the principal investigator at each location provided The Sears-Roebuck Foundation with a general statement of how the money would be used, and the Foundation (through its consultants) permitted the institutions to vary their plans as the year progressed. The budget was not a firm line-item budget. Trust was placed in each director to utilize the funds well and, in the best judgment of the consultants, that is exactly what happened in each of the five locations.

Most of the consultants agree that the planning process was greatly enhanced by the involvement of a number of key people, whether they were in the School of Education, from a related unit of the university, or from the community. The problem with spending a major portion of the money on faculty released time is that few resources will be available for other types of activities. Hence, the consultants generally agree that the guidelines for such grants should encourage the view that only a small portion be utilized for released time. It could be argued that the principal investigator is already engaged in the planning process by the very fact that he submitted a proposal. If that person is committed to reforming some aspect of the teacher

education program, he or she would probably be doing things in that direction whether or not a grant was obtained. Released time for that person, therefore, may not really be necessary. What may be far more important is that he have a budget available so that he can involve other faculty members, pay for community consultants, obtain needed materials, plan appropriate conferences, travel, and so on.

The conclusion, therefore, is that the size of the grant is not as important as the freedom given to the principal investigator to utilize the monies in ways that best fit the dynamics of a local situation.

Still another answer to the question "What can you do with ten thousand dollars?" is that you can get a plan. That is the result of the planning activities reported in this monograph. Each of the five institutions fulfilled the promises made in the original proposal. Each initiated a variety of planning activities and, in each case, developed a plan for improving the urban teacher education capabilities of its institution. Some of the institutions are in a better position than others to implement their plans without outside funding. But, in all cases the grant of ten thousand dollars resulted in a plan.

In point of fact, the consultants made clear to each institution that neither the Foundation nor any other source of funding was on the horizon to implement their plan. Rather, the institutions were encouraged to develop plans that would utilize existing resources.

Several implications emerged from the experiences of this grant program. The program demonstrated that small grants can work and that they can help institutions to develop new directions in urban teacher education. It also demonstrated what may be an appropriate role for private monies in public institutions.

There is little likelihood of private monies being made available in the future to implement large-scale programs of reform in teacher education. Those days passed six or seven years ago when the Ford Foundation, the Carnegie Foundation, and others reduced or terminated their grants to teacher education. Public institutions have budgets, inadequate as they may be, for the implementation of basic programs. At the same time, there is a vital need for planning monies that can help redirect these basic programs; and it is in this arena, perhaps, that the private sector can be most useful.

Private foundations may well have more impact on public institutions by providing relatively small planning grants than in any other way. Small grants in the hands of creative people can energize activities that are often a "luxury," given the limited nature of public monies at universities.

This latter conclusion will be tested in the next two years as each of the five institutions attempts to implement its plans.

II

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

by

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The Setting

California State University, Los Angeles, is an urban institution. Forty per cent of its 24,000 commuter students are non-white, drawn from a multi-ethnic, multi-class city population. The University operates on a year-round quarter system. The School of Education faculty consists of 100 fulltime members in six departments. The Department of Secondary Education faculty numbers 25, and currently enrolls 450 students as credential candidates. The campus presents an array of learning services in the form of computer and audiovisual centers, self-learning laboratories, and library facilities.

Various considerations moved the Department of Secondary Education of the University to plan a new approach to the training of teachers for urban schools. Most notable were internal dissatisfaction with traditional methods and procedures employed and several recent state legislative mandates which placed heavy demands for changed practice on teacher preparation institutions. Further, tight restrictions on University staffing due to limited budget allocations and the present over-supply of secondary teachers stimulated rethinking and planning new approaches to training.

The Plan

The goals set for the planning effort were to:

1. design a teacher education pre-service program based upon observable and measurable teaching competences and performances;

2. insure that every prospective teacher completing the program would reach a prescribed minimum level of attainment of these competences and performances;

3. select and/or construct data-gathering instruments which yield objective evidence on the extent to which a trainee has or has not attained the desired competences and performances;

4. select and construct instructional materials which provide the trainee with an individualized program approach to attaining competence and performance levels;

5. effect change from the traditional to a competence-based, performance-based program in the mainstream of teacher education at the University;

6. include, as part of this change, demonstrated teaching competence and performance in diverse socioeconomic school settings;

7. establish an organizational and instructional self-renewal management system to insure trainees a relevant training program commensurate with the times and communities served;

8. disseminate to other teacher-training institutions information found useful to the University in establishing a training system.

The vehicle for achieving these stated goals was identified as a "Multiplex Training System." This system was to comprise a competence-based teacher education program, a Multiplex facility, and a "Resource Management System."

The tasks associated with the development of a competence-based teacher education program are numerous, complex, and most demanding. Indeed, such a program is considered to be a continuous process of change and development at the University, and the designation of a terminal point would be antithetical to the concept. Thus, this aspect of the planning will not be treated in this brief overview of the California State plan. The Multiplex System, however, which is one of the principal strategies for implementation of the competence-based program, will be described here in some detail.

This system offers opportunities to teacher trainees to utilize a number of resources which may contribute to developing the teaching skills associated with the learning needs of children from a cross-section of the cultural backgrounds found in the urban regions of the Southwest. The system will be housed in a facility designed to accommodate the utilization requirements of multi-media materials and will be available for use by students and in-service school personnel for self-determined development, or as prescribed or suggested by an instructor.

Needs and Objectives

The plan required seven clear needs and objectives.

1. Simulation-Games Laboratory

The Need

A facility and program to assist urban teacher trainees to generate more effectively a closer relationship between the theoretical and practical elements in urban education preparation.

The Objective

To enable urban pre-service and graduate teachers to learn through simulated situations that occur in planning school programs and in working with peers, students, parents, and community members within the urban environment.

2. A Complete Self-Instructional Programmed Center

The Need

A facility to free college instructors from routine instructional chores, giving them more opportunity to concentrate on prescriptive assistance for trainees.

A system to reduce duplication of faculty efforts in developing and instructing students in concepts basic to teaching in the urban schools.

A facility and system for helping overcome the "knowledge explosion" by programming essential conceptual skills which can be learned best on an individualized prescriptive basis.

The Objective

To unite relevant objectives appropriate to diverse urban student needs, abilities, and interests; provide an overview of skill sequence to be learned; provide self-instructional multi-track programs to accommodate prescriptive learning needs.

3. Video-Tape Self-Evaluation Laboratory

The Need

A facility permitting trainees the opportunity to test out alternative ways of teaching students of varying backgrounds and interests.

A facility and system for providing trainees and graduate teachers an opportunity to "try out" and evaluate new strategies adopted.

The Objective

To provide a walk-in center for practice and refinement of teaching skills; to evaluate systematically, through a continuous feedback system, pre-service teachers' progress and potential.

4. Inter-Urban Models Video-Tape Bank

The Need

A facility and system to provide for continuous updating of models, films, and other resources at a minimal cost.

The Objective

To expose trainees to diverse urban educational settings which will provide a better overview of the professional service areas; develop an intercommunications system between the training institution and training schools; provide exemplars in various disciplines of teaching practices.

5. Urban Intercultural Resource Collection

The Need

A facility to expand urban student ethnic representation as input into the urban teacher-training program.

A system to minimize the cost of expanding resources, thus giving the capacity to operate a complete manpower Multiplex system using all available resources.

A facility operating within a favorable cost-efficiency ratio.

The Objective

To house urban student productions which portray how students see themselves, their world, and their school.

To establish a facility to house and disseminate urban student-produced materials for use by trainees, graduate and urban teachers, business and industry involved in youth development programs.

6. Do-It-Yourself Laboratory

The Need

A facility for a complete media laboratory, not previously possible, for continuous "hands-on" experience.

A facility for central housing and collection of the newest in technology and the means for integrating it into a competence-based program.

The Objective

To provide a walk-in facility equipped with basic media and personnel with expertise in assisting trainees and faculty to produce instructional resources.

7. Clinical Consultants and Specialists Laboratory

The Need

A facility for uniting efforts and talents in the training program.

The Objective

To provide a supportive staff of specialists; encourage resource contributions to the facility.

Tactics and Strategies

Charrettes were very helpful during the planning phase. Through them, community support and commitment to participate in the Multiplex development effort came together. Participants provided some sense of the organization and direction that should be followed. Questionnaires and individual conferences gave specific information which, along with the charrettes, led to forming a task force and allocating areas of activity. Initial data forms designed to maintain systematic information about the charrettes and their efforts gave information which established user identifiers for the resource management file.

Moving on to the development and organization of the Multiplex facility, a block of classrooms was

acquired. Minimal structural alterations accommodated the facility's concept and an organizational plan for its logistics began to take shape.

Based on information obtained from the charrettes and from initially designed, mutually developed teacher-training objectives, representative materials commensurate with a competence-based program for each of the seven Multiplex components were purchased. Next came an inventory and cataloguing system, from data forms developed for these purposes.

A very important tactic was to visit other institutions with related programs. Another was to establish resource contacts through conferences with educational, business, and industrial training centers. These sources helped in establishing a data collection system for continuous input of the informative data required to provide constant organizational self-renewal and updating of the Multiplex system and facilities.

Selecting initial categories for data input into an evaluative system led to data interpretation that will assist in better management of the total facility and system. A computer-based and manual systems-analysis-based management evaluation program was designed to give systematic cross-evaluation and interpretation of collected data.

Faculty support and efforts were solicited through a questionnaire designed to determine the interests of faculty members and the areas in which they desire to participate in formulating "new" approaches to Multiplex curriculum design.

An initial analysis, identification, and classification of job responsibilities for the overall operation of the Multiplex system and facility produced a design of an operational system of job responsibilities. This design, however, will be subject to change during the course of the operation.

There are other components in the course of action. These include:

: designating faculty for released time to complete the essential tasks for building a program;

: choosing an urban public school to serve as the "on-site" center for the program, and

appointing a sub-charrette group directly associated with this training center;

: selecting cooperating teachers from the center for training in the competences required for the team approach to the competence-based program;

: recruiting a specified number of trainees to serve as a pilot group. This step comes relatively late in the program, however, after completing the fundamentals of a competence-based system, assembling a cadre of staff, and accumulating the supportive resources of the Multiplex facility.

Certain essential planning tactics emerged during the course of the planning program.

Released time must be provided for at least two or three fulltime faculty members to coordinate all aspects of the planning. They must work with the community, organize other faculty members to de-emphasize possessiveness and revise a complete curriculum to tie in with the Multiplex system, and purchase new types of media. It is also important to organize a renewal program for faculty members to keep in step with the program as it develops. There must, in addition, be provision to send faculty members to conferences, so that the institution develops areas of expertise and consultancy among its own faculty.

Task forces were a key element. There should be task force commitment to each area of Multiplex development and task force teams should be responsible for investigating equipment.

Actually, investigating and evaluating software and hardware takes a great deal of time--six to eight months. Investigators can observe products in operation at other institutions, and must be sure of the reliability of a product before purchasing it. They must also determine the merits of employing in-house rather than commercial products.

Successful integration and effective operation of the resources available in the Multiplex will be possible if a Resource Management System is developed and implemented. Some of the key objectives of this system are to:

: define procedures and data which will provide evaluative information on the efficiency and effectiveness of the Multiplex system;

- develop accountability criteria for operators and users of the system;

- coordinate the selection and operation of components of the system with the competence-based teacher education program;

- develop and maintain an evaluation system which will continuously provide data on the effectiveness of components of the system in respect to their contributions to the development of teaching skills and the acquisition of associated concepts and knowledge.

III

CHICAGO STATE UNIVERSITY

by

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and

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Institutional Background

Chicago State University, during its 103-year history, has evolved from a city normal school, to a teachers college, to a state college, and finally to a multi-purpose university. The present uniqueness of Chicago State University is best understood in terms of the social, economic, and physical milieu in which it exists.

Enrolling a student body that is one-half black and one-half white, the University campus was located until November 1972 in a black community called Englewood--a community with the second highest crime rate in the city of Chicago and the sixth highest in the United States. Infused with youth gangs, Englewood displayed all the fears and frustrations of urban, ghetto living: severe overcrowding, high unemployment, and an almost total lack of recreational facilities. In 1970, the average family income was $7,000, an amount lower than the U.S. Department of Labor's minimum figure for an urban family of four to maintain a minimally healthy and decent standard of living. Although the University has now moved to a brand-new campus in a much more favorable neighborhood, the characteristics of its student body are unchanged.

While most American colleges deal with limited

numbers of economically and educationally disadvantaged students, these students--both black and white--constitute a substantial portion of the CSU enrollment. Notwithstanding the increased number of options available to students in a multi-purpose university, the largest program at CSU remains teacher training, with primary focus on preparing students for urban teaching careers.

The goal of the teacher education program is to upgrade the education of urban children by developing an undergraduate pre-service program designed to prepare teachers for work in the inner city. The traditional curricula, teaching methods, and administrative structure of public schools seem unable to serve the needs of children born and reared in the urban core. Boredom, failure to learn the fundamental tool subjects, behavior problems, and drop-outs are all too commonplace. Results of research in the Chicago public schools indicate that many children in attendance at inner-city schools fall farther behind in reading and other subjects as they move through school. While school failure in the inner city is often rationalized by placing the onus on the child and his family--and the character of inner-city living admittedly contributes to lack of school success--implementation of a competence-based teacher-training model should improve chances for ameliorating educational deficits among the children of the poor.

Statement of Intent

The overall goal of this effort was to plan the development of a new, competence-based elementary teacher education program which would train kindergarten-primary and intermediate teachers for positions in inner-city schools, with emphasis on reading instruction. The functional working competences of the teacher-trainee would be determined through knowledge criteria which assess trainee cognitive understanding, performance criteria which assess trainee teaching skills, and product criteria which assess pupil growth.

Planning Process

Many faculty members, serving on the Planning Grant Task Force, contributed to the formulation of the final plan. Their major activities are described here chronologically.

November, 1971 -- Through the ERIC system, the Task Force made a search of the literature on urban education, on teaching reading to inner-city children, and on innovative programs in education for urban children.

December, 1971-January, 1972 -- A search for additional innovative, operational competence-based programs was also conducted through correspondence and telephone contacts with professional agencies, and through other readings. From all the data collected, Task Force members selected those existing programs which appeared to warrant further examination through site visits.

Members of the Task Force conducted interviews with current CSU students in teacher education programs, with graduates of these programs, and with practicing teachers whose training was in other institutions and whose principals had selected them as superior teachers.

February-March, 1972 -- Task Force members visited institutions with teacher-training programs which seemed innovative and promising, prepared reports of these visits, and collected supplementary documentation.

April-May, 1972 -- In April, 1972, the Task Force invited faculty members of the Division of Education to a meeting on campus which outlined the general program direction and emphasized a competence-based format for elementary teacher education. Descriptions of competences seen as needed in an adequate teacher preparation program were solicited and obtained.

A second meeting was held in May, 1972, at the Center for Continuing Education, University of Chicago. Participants at this meeting included representatives from Chicago and suburban public and parochial schools. Among them were district superintendents, principals, and teachers, and an equal number of representatives from community organizations interested in the education of their children. Again, the general strategies for the revised teacher education program were presented, including the emphasis on a competence-based program. An educational outcome needs assessment was obtained from participants, and a need assessment survey was conducted.

Subsequent meetings were concerned with synthesizing the information obtained, assigning responsibilities for preparing and writing the final report, and beginning to plan implementation. Among the mater-

ials developed were competences for a teacher education program, proposals concerning competence-based models, and a working model of a competence-based teacher education program.

The Plan

The CSU Task Force intended to plan a revised Elementary Teacher Education Program (ETEP) that would allow empirical and objective examination of possible relationships between pre-service teacher-training experiences and pupil achievement, testing a basic premise of the competence-based approach that effective teaching behavior is needed to raise pupil achievement levels. The planners sought also to reconcile contentions of parents and community persons that too many teachers in their schools lack appropriate awareness, understanding, and empathy for the children and communities with which they interact.

It is the position of the CSU Task Force that any proposed revision of teacher education experience which seeks to be responsive to these needs must provide for redefinition of teacher-training practice. At a minimum, this would include the development and implementation of systematic procedures for assessing the performance of faculty charged with responsibility for the ETEP. Such procedures would also provide for the orientation of future teachers to the usefulness of such monitoring procedures in the improvement of their own performance, as measured in terms of pupil achievement, general management, and interpersonal interactions. This implies a need to develop better skills in diagnosis or assessment and improved accountability procedures in all areas mentioned here. (Accountability is used here in the formative evaluation sense of seeking verifiable information regarding success of interventions and the need for revision where less than optimum success has been achieved.) The use of formative evaluation procedures highlights the need to develop an educative process which is "experimenting," rather than "experimental" or "traditional," since the latter two terms imply static conditions.

The revised ETEP must also provide for qualitatively and quantitatively improved exposure of students to the realities of the school. This exposure should occur well before the last semester of a student's undergraduate career, when present student-teaching activities occur. In conjunction with these alterations it is necessary to bring about changes in CSU's operating stance to accommodate possible innovations, such

as abandonment of grades and course or faculty-time funding, where such innovations arise as a consequence of ETEP revisions.

A major goal of this effort is the development of an ETEP that will make available more systematic information regarding relationships between educational input and outcomes, permitting selection of inputs on the basis of outcomes. This should result in greater employment stability among CSU graduates and improved relations among University faculty, school personnel, and community representatives. Moreover, the development of such an ETEP will provide powerful impetus to modification of practice in other sectors of the University by making feedback on attainment of pre-specified objectives more readily available.

Accomplishment of these program goals should occur in conjunction with completion of the following major objectives:

1. Development of a pool of teacher competences focusing on learner outcome behavior rather than primarily on knowledge acquisition.

With initial efforts directed toward derivation of teacher competences from pupil outcomes, the range of competences will include accepted content areas, particularly reading methods, and effective characteristics covering motivation and positive self-esteem.

2. Redesigning and expansion of the ETEP field experiences to provide appropriate environments for development and practice in designated competences.

A part of this redesign calls for greater use of individualized instruction for both CSU students and their pupils, and permits alternate routes to the acquisition of competences.

3. Development of appropriate screening and admissions procedures which will emphasize orientation to teaching in the inner-city setting and enable prospective students to make realistic decisions regarding their commitments to teaching as a career.

4. Preparation of appropriate instruments and procedures for assessing student performance and practice modes so as to put into operation a skill-training cycle.

Strategically, it is important that the revised ETEP be developed and implemented in manageable steps,

Implementation will consist of developing a succession of units, the first of which will focus on program preparation for teachers working at the kindergarten level. Implementation of each unit consists of three phases: input, process, and outcomes. In turn, each phase will focus on three components: CSU students, CSU faculty, and field experiences. The plan provides, in addition, for student coordination of instruction and experience modules, and extensive student and faculty involvement in field experience activities.

The plan also directs attention to developing assessments of student interests and skills. Additionally, it formalizes procedures for admission into ETEP and for student and faculty orientation to the program. The screening and orientation procedures will be developed from the University of Wisconsin model,[1] in which the screening process is divided into two parts, one prior to orientation and one following, permitting students two points at which to decide on continuation.

As participants proceed, the unit will be recycled to permit development of procedures for preparing teachers at the primary level. This unit will be modified as needed, based on experiences with the first unit.

Organizationally, the first step was to involve selected faculty in the planning process. Commitments to participate in the development of the Elementary Teacher Education Program, in line with the goals stated below, were obtained from faculty in the areas of reading, kindergarten-primary, and intermediate grades. Reading will therefore constitute the first subject-area thrust. It will begin at the kindergarten level, with attention to readiness skills. As major objectives are stated, and criterion reference tests and instructional modules developed and tried out at the kindergarten level, primary and intermediate grade planning in reading and other areas will be systematically introduced. Following the planning for kindergarten reading, this group will begin focusing on preparation of programs in the affective domain for both students and pupils.

There is considerable variation among faculty associated with elementary education regarding the knowledge and abilities they possess to develop and use

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[1]Kean, John M. "Wisconsin Elementary Teacher Education Project," U.S. Government Printing Office, 1969.

competence-based instruction techniques. Therefore, before a competence-based program can be developed, there is a need for in-service training for the faculty, especially those directly involved in developing the revised teacher education program. Extensive training is planned for participating faculty, using the materials prepared by General Programmed Teaching--called "Designing Effective Instruction"--which is itself competence-based with specified objectives and criterion reference tests. In-service work will be instituted before module planning and development activities take place, and after participants have demonstrated specified competences.

Following the attainment of competences related to competence-based instruction, a second workshop will be instituted to provide criteria and systematic procedures for selection, development, implementation, and evaluation of competence-based instructional modules and programs which have been developed by other organizations. The format of the workshop will be that developed by the Southwest Regional Educational Laboratory (SWREL), which includes: (1) six steps in program analysis; (2) five steps in developing and implementing classroom assessment and remediation techniques; (3) five steps in program assessment; (4) four steps in teacher-training procedures; (5) five steps in performance monitoring; (6) six steps in program improvement procedures.

Examination of existing programs and modules, beginning with a focus on kindergarten activities related to reading, followed by concern with interpersonal concepts, will then begin. Programs will be obtained from CSU's own resource materials center, local schools and districts which have implemented such programs, and the Office of the Superintendent of Public Instruction which is accumulating many programs for examination by interested parties within the state of Illinois.

Programs selected by faculty for possible implementation may be tested initially under controlled conditions provided by the laboratory of the Office of Research, Development and Field Experiences. The laboratory provides opportunities for small groups of children to be introduced to new procedures under controlled conditions which include video-taping and one-way observation by supervisors, faculty, and students.

Whenever and wherever possible, Elementary Teacher Education Program students will be encouraged to participate in the development and implementation

of the proposed program.

MILESTONES

1. January, 1973 - Program Coordinator began duties.
2. March, 1973 - In-service workshops on competence-based instruction completed and participants meet objectives of workshop.
3. March, 1973 - Collection of available competence-based programs developed elsewhere completed.
4. April, 1973 - Workshop for faculty on guidelines for assessing external competence-based programs completed and objectives of workshop achieved.
5. April, 1973 - Plans completed for screening and admission of students into Elementary Teacher Education Program.
6. April, 1973 - Procedures selected for training faculty in psycho-social interaction techniques.
7. June, 1973 - Competence-based programs will have been assessed and selected and modifications completed by faculty.
8. June, 1973 - First group of CSU students who agree to participate in ETEP will have been selected.
9. June, 1973 - Field experience sites survey and selection completed.
10. June, 1973 - Training completed for faculty in psycho-social procedures.
11. August, 1973 - Additional modules (competence-based) to supplement modules derived from external programs completed by faculty.
12. August, 1973 - Coordination of faculty/student/field time blocks completed.

13. September, 1973 - First CSU students enter revised ETEP.

14. December, 1973 - Additional modules for second trimester (kindergarten/primary) are completed.

15. December, 1973 - Formative evaluation and remediation procedures for first kindergarten/primary unit completed by faculty.

16. December, 1973 - Necessary provisions for changes in transcripts and permanent records completed by faculty and administration.

17. September, 1975 - ETEP revision completed. All systems go.

IV

RHODE ISLAND COLLEGE

by

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The Setting

Rhode Island College is an urban institution, located in Providence, Rhode Island, with an undergraduate enrollment of 4,000 students and a graduate student body of 2,700. A profile of 1971 entering freshmen indicates the majority of the students are urban-raised, white, Roman Catholic, and living within commuting distance. About half of the students plan to work at outside jobs and provide the major source of their own financial support for college. Over sixty per cent list teaching as their probable career, with a majority preferring elementary to secondary school. Rhode Island College is one of twelve institutions in the country with all three major programs for disadvantaged students on campus: Upward Bound, Talent Search, and Special Services for Disadvantaged Students.

Disadvantaged Students

When the 1971 academic year began, there was a new College dean and an Elementary Department chairman who had been named in 1970. The Secondary chairman began his duties in 1972, and the principal investigator in this planning study was beginning his second year at the College. The opportunity to initiate change was high with new personnel in key positions,

but the relationships among leaders in the College were untested and required time for development. In addition, the instructional methods and program in teacher education reflected a traditional approach of courses taught by professors who determined the content of their courses and assessed student achievement with written examinations and term papers. The field experience of trainees included practicum and the usual student teaching with some recent increases in the amount of time spent in the public schools.

The current movement to establish competence-based preparation of teachers and the special emphasis on preparation to cope with the learning problems of inner-city, poverty-stricken, disadvantaged children is a high priority in the state. The State Department of Education must rely heavily on Rhode Island College if it is to succeed in meeting its expectations in the preparation of teachers, since Rhode Island College is the major producer of teachers in the state. The new leadership in the College, the support of the State Department in the establishment of competence-based teacher education, and the centrality of the College in giving leadership to teacher education in the state all provide factors in which the planning for a revised teacher education program took place.

Problems and Concerns

The tasks Rhode Island College faces include the need to identify teacher competences that are related to pupil achievement, establish a training program that will assure the acquisition of those competences, and obtain the College, public school, and student effort that will meet the goals of this program. The concerns of the College also include the need to increase communication and cooperation among the various components of the College--mainly the Elementary and Secondary departments--and to strengthen the linkage between the campus activities and the public school experiences in the practicum and student teaching. The mere increase in activity among these elements or the establishment of communication avenues among the people most directly involved is a step in the right direction, but the substance of those changes and the changes in the program are at the heart of the solution.

A planning procedure included discussion among members of the Department of Elementary Education, work sessions with faculties in three public schools

in the Providence area, analysis of instructional modules obtained from the State of Florida B-2 Project, the Elementary Models, and commercial modules. Another aspect was agreement among the public schools and the College to develop closer ties. An effort was also started to identify specific learnings that should be included in the teacher preparation program.

As a consequence of these experiences, the plans for reform are heavily dependent on the development of learning packages that will be competence-based and individualized. They will also include activities that provide for teacher training in school settings which involve pupils, classroom teachers, and the teacher trainee. The changes recommended in this plan call for structural changes in College organization, for developmental activities in the search for answers, and for evaluative efforts to monitor and refine the recommended changes.

The Plan

The purpose of the effort during the 1971-72 academic year was to develop a plan which could be employed over the following two years to implement changes in the teacher education program. At this point in time the plan is speculation rather than reality, but it is speculation based on investigation and trials that give support to the steps in the plan. The plan also reflects current educational developments and sensitivity to the research and other literature in teacher education. If the plan is successful and if its intent is appropriate, the teacher education program at Rhode Island College will undergo lasting changes and will represent an improvement in the current program of preparing teachers.

Those tasks necessary to achieve the improvement of the teacher education program include organizational and developmental activities. The organizational activities require establishing individuals or committees whose duties entail new responsibilities in managing the program.

The plan will need a coordinator who is a member of the College faculty and who will coordinate the activities for a performance-based program. The work of the coordinator includes scheduling students according to their course sequences, accumulating and interpreting data provided by student feedback, and providing sufficient materials to carry out the program.

The plan also requires establishing a steering committee for inter- and intra-program development and direction. This College committee will promote cooperative and coordinated efforts among the departments of the College of Professional Studies, and relationships between that College and the departments of Liberal Arts. It will also enhance the College's ties with local public schools and nearby higher education institutions.

A third agency will coordinate student efforts, assessing student needs, assigning material to students according to the need assessment, meeting with students for guidance and small group interaction, and evaluating individual student efforts.

The final unit of the College's new organizational structure will consist of several personnel whose task is to conduct the evaluation of college efforts. The coordinator of this evaluative procedure will be a faculty member at the school, and he should serve as a general consultant to the teacher education program.

The public schools, for their part, will establish three organizations to carry out the cooperative and leadership responsibilities of the program.

A steering committee of public school personnel for program development and direction will provide advice to the College in respect to the content, organization, and evaluation of the program. Reliance on the recommendations of public school personnel to determine content of the teacher education program and of the practicum and student teaching experiences will be increased.

Each public school will identify someone on its staff to coordinate student activities at the school. This coordination will involve scheduling students for activities included in the instructional learning packets and integrating student experiences into the school's activities to help fulfill needs of the school. Differentiated staffing and differentiated tasks will be explored to determine ways to provide this service. The school coordinator will serve as liaison between the school and College and will insure that student experiences are meaningful for their training and beneficial to the school. The school coordinator will lead the efforts of school personnel in writing or adopting learning packets which will blend into the school's programs and the students' activities.

The schools will also identify community personnel who can contribute to planning activities and provide situations for the College student preparing to teach. A decision-making committee, receiving recommendations from both the school and College steering committee, will be established to coordinate the efforts of the schools, College, and community. Membership on this committee will include representatives from the steering committees from the College and the steering committee from the schools.

The above structural changes provide for a management and decision-making system that will open communication for ideas and share responsibility for decisions among the College, schools, and community. The plan also establishes responsibility for producing learning packets, determining learning activities, and monitoring the teacher education program.

In addition to the organizational changes in this plan, certain developmental activities must also occur if change is going to take place. These developmental activities will occur within the managerial system provided and will focus on the following activities:

1. Identifying the general objectives for producing the type of teacher needed to meet the changing teacher role.

2. Establishing the specific skills, knowledges, and experiences that will provide for the development of the required teacher.

3. Translating the training program for the preservice teacher into behavioral terms and determining the meetings in which the competence of the trainee is to be demonstrated.

4. Examining the sequencing of objectives and rearranging them where needed within College constraints. The current sequence for the preparation of elementary school teachers is:

   a. Psychological Foundations of Education, providing structured base of understandings related to how children learn.

   b. Concepts of Teaching I, including an analytical study of teaching, some microteaching, and the study and use of teaching models.

c. Concepts of Teaching II, concentrating on the teaching of language arts and social studies.

d. Concepts of Teaching III, covering the teaching of mathematics and science.

e. Student teaching, as the final experience in the sequence.

5. Determining the format for learning packets to provide consistency within the system and to assure completeness in each packet.

6. Analyzing each course's objectives to assess them according to their adaptability to modularization.

7. Developing a procedure to insure the production or acquisition of the learning packets.

8. Establishing procedures to insure that learning packets are as free from bias as possible and include the activities that especially prepare teachers to solve inner-city learning difficulties.

9. Determining the evaluation process of the students, materials, and the program.

During the planning year some of the structural and developmental activities were initiated, but their effectiveness and permanence are unproven until a longer period of time elapses and more progress is made. Implementing change will require a reexamination of traditional institutional procedures, analysis of relationships within the college, study and use of developments in the State Department, reliance on professional literature in teacher education, and coordinating activities with the public schools.

No doubt a number of unsolved problems remain. The quest for identification of specific skills, knowledge, and experiences, for example, raises the questions of whether such a domain can be determined and who should decide the experiences leading to the attainment of those competences. The combination of personnel and ideas that were brought together during the planning year, however, gives some credibility to the plans that have been made for change. The group meetings with school, community, and College personnel and the teams of college professors who wrote mater-

ials for new approaches for student learning provided valuable experience and test cases of the viability of some aspects of the plan. The attention to special problems of teaching in urban settings has been incorporated into the planning and intentions of the plans for change.

The ultimate completion criteria verifying the success of the effort will include the following conditions:

1. Steering Committees will be functioning dynamically and utilizing the data input for program modification.

2. The pre-service teacher education program will be in modularized form.

3. The students will progress through the learning modules at their own rate.

4. Course credit will be granted for work completed, not for time spent in class, permitting flexible course entrance and exit points.

5. The learning activities of the students in the teacher-training program will be validated according to their relationships to increased pupil achievement in the public schools.

Progress has been made over the last school year in accomplishing some of the stated goals and objectives contained in this program. Plans for the immediate future are based on the experience of the planning year which provided an opportunity to explore the feasibility of each part of the plan. Because of the nature of the planning year the plans should be realistic, but only the implementation of the plan will test its success.

V

UNIVERSITY OF TOLEDO

by

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History and Background

Five years ago, the faculty of the College of Education of the University of Toledo, in cooperation with a consortium of twelve state universities of Ohio, began to design a comprehensive elementary teacher education model program. The design effort resulted in the development of educational specifications and instructional modules for three target populations--elementary teachers, administrative personnel (principals and supervisors in elementary schools), and college and university personnel (the teachers of teachers).

Since then, the model has been expanded to include the secondary teaching program, so that all University of Toledo education students would be taught through the Model program. The Ohio Model, as it

became known, stated that all educational personnel involved in the education, induction, and support of new teachers were to be involved in training or retraining programs which dealt with the contexts of educational change. These contexts of change were identified as instructional organization, educational technology, contemporary learning-teaching process, societal factors, and research.

The Ohio Model's strategy was an attempt to insure that both new and retrained teachers would receive intelligent and sympathetic support in elementary and secondary schools, implying that previous attempts to change teacher education had been preoccupied with pre-service educational populations rather than with all populations involved with schools.

Paralleling Model development, the College of Education, through its Center for Educational Research and Service (CERS), began in-service programs with public school systems in the Toledo metropolitan area to introduce and support educational innovations. One aspect of this activity was the development of multi-unit schools. Ten of these schools in four school districts were operative as of September 1971. A major effort with this concept has been in operation in the heart of Toledo's inner city since 1967. [An informative report of this effort will be found in Educational Comment/1971, The Ohio Model and the Multi-Unit School, pp. 33-68.]

The need for reform in elementary and secondary education in the United States has been thoroughly documented in numerous addresses and publications. These point to severe problems in the areas of reading, the "irrelevance" of much that is offered by educational institutions to their clients, and the seeming inadequacy of present students to conceive and develop proper attitudes about occupational preparation and planning. State legislatures and the national Congress are increasingly concerned about putting new funds into traditional educational operational patterns. Educational discussions concern such concepts as educational accountability, performance-based education, criterion-referenced programs--descriptive phrases which connote a demand for educational goal clarity and acceptable indicators as evidence of the realization of such goals. Schools have failed to provide systematic evidence on the relationship of program costs to program benefits, and the total system is in a serious state of disrepair that needs correction.

Objectives of the University of of Toledo Plan

Planning focused on three basic objectives, each with related sub-tasks:

1. To develop systematically an integral, revisable, modularized, competence-based program for preparing elementary and secondary teachers.

   a. To obtain from a majority of the administration, faculty, community educators, and students in the teacher education program agreement "in principle" that the above goal should be pursued.

   b. To establish the major areas to be included in the program (societal factors, instructional organization, educational technology, teaching-learning process, and research).

   c. To write objectives for the major areas, in a measurable form.

   d. To write criterion instruments for the behavioral objectives.

   e. To write modules in a common format, including: list of prerequisites, pre-tests, behavioral objectives, means for accomplishing objectives, directions to students, references, and post-tests. To establish instructional development teams from among the faculty and students.

   f. To sequence modules in terms of prerequisites, concurrent and successor modules.

   g. To PERT the instructional development events (to be periodically revised).

   h. To pilot test the individual modules.

   i. To revise the modules on the basis of the evaluation data from the pilot test.

   j. To form instructional teams with specific roles.

   k. To design a strategy for accomplishing the goals.

   l. To design a management system for the implementation and coordination of the program.

m. To implement the program fully.

n. To design and develop a management system for assessing and revising the program.

o. To select means for accomplishing the objectives.

2. To unite the University, the local school agency, and the target school community in both the education of children and the education of prospective teachers.

a. To obtain from a majority of the administration, faculty, community educators, and students involved in the teacher preparation program agreement "in principle" that the goal should be pursued.

b. To design and develop a strategy for accomplishing the above goal.

c. To determine the extant and unformed organizations and individuals who are, or may be, decision-makers and/or gatekeepers and who can facilitate or hinder the accomplishment of the above goal.

d. To develop formal communication links between affected individuals and organizations.

3. To document the process of accomplishing the above objectives, so that the process will be transferable to other similar institutions.

a. To record the effects (both successes and failures) of alternative strategies.

b. To schematize the instructional development system components and processes, making dated revisions whenever appropriate.

c. To make all data available to other colleges involved in similar ways.

Roles and Organization During the Planning Period

It was necessary, at the outset, to form a coordination component that would provide the following functions:

A. Serve as a communication link among the various individuals, departments, administrators, and organizations involved in the model development.

B. Provide responsive and effective feedback to the individuals, groups, and organizations.

C. Develop alternative ways of solving development problems and communicate to the necessary individuals these alternatives.

D. Provide an in-service and "trouble-shooting" function as needed.

E. Facilitate decision making by faculty groups.

F. Coordinate all model development and implementation activities.

It was determined prior to the end of the 1971 spring quarter that there should be three coordinators--a general coordinator of model development, a secondary program coordinator, and an elementary coordinator--selected on the following criteria:

A. General Coordinator:

1. Knowledge and skill in systems development.
2. Curriculum background.
3. Knowledge and skill in communication techniques.
4. Administrative ability.
5. Cognitively and affectively involved.

B. Elementary and Secondary Coordinators:

1. Curriculum background in elementary/secondary education.
2. Knowledge and skill in communication techniques.
3. Perceived leaders in their areas.
4. Administrative ability.
5. Cognitively and affectively involved.

These three individuals were selected by the dean of the College of Education. Because the College of Education was in the process of a basic administrative reorganization, each was identified as the chairman of his respective department, thereby strengthening and/or legitimizing his administrative role within the College.

Program tasks were carried out usually under two conditions; on the job, and in small and large group retreats. Initially, the coordinators spent an inordinate amount of time attempting to involve all faculty. They found that while some faculty members would readily accept an assignment, they either lacked the skills to carry it out or, for other reasons, decided not to complete the task. The coordinators hypothesized a number of reasons for this failure to complete the assigned tasks, ranging from competition with the faculty member's personal objectives, to a philosophical difference as to the value of the task. The coordinators made the decision that they could not afford the energy expenditure required to proselytize recalcitrant faculty, and decided that as soon as they had identified such faculty they would stop pressing them for task completion. This was regarded as justifiable on the assumption that, as the development of the model progressed, faculty would become involved either because the structure of the College organization encouraged it or because of the influence of other faculty working in the model. The assumption has been justified, as evidenced by the increased participation of all faculty.

In obeying the heuristic of working within the traditional mechanisms of the University and College organization, the coordinators at first worked primarily with department chairmen, who then were responsible for making task assignments. The coordinators reserved the right, however, to work directly with the individuals or groups assigned by the chairmen. Later, as instructional development teams were formed, the coordinators worked directly with them, without going through department chairmen.

While on-the-job task completion was necessary, the most productive periods resulted from the small and large group retreats which the planning grant funds made possible. On-the-job tasks tended to extend beyond task completion deadlines, because of the many other responsibilities of faculty on campus. But the carefully planned retreats, involving 55 people, insured that faculty members would be able to concentrate, without the usual interruptions, on the tasks designated for a particular retreat. The retreats varied from one team's pulling itself off to a conference room in a motel for a day, to a three-day retreat for the large percentage of the faculty involved in the model development. Most of the major structural changes were made at these meetings.

The major tasks were identified and sequenced, using a modified Programmed Evaluation and Review Technique (PERT) as illustrated in the accompanying chart.

The Plan

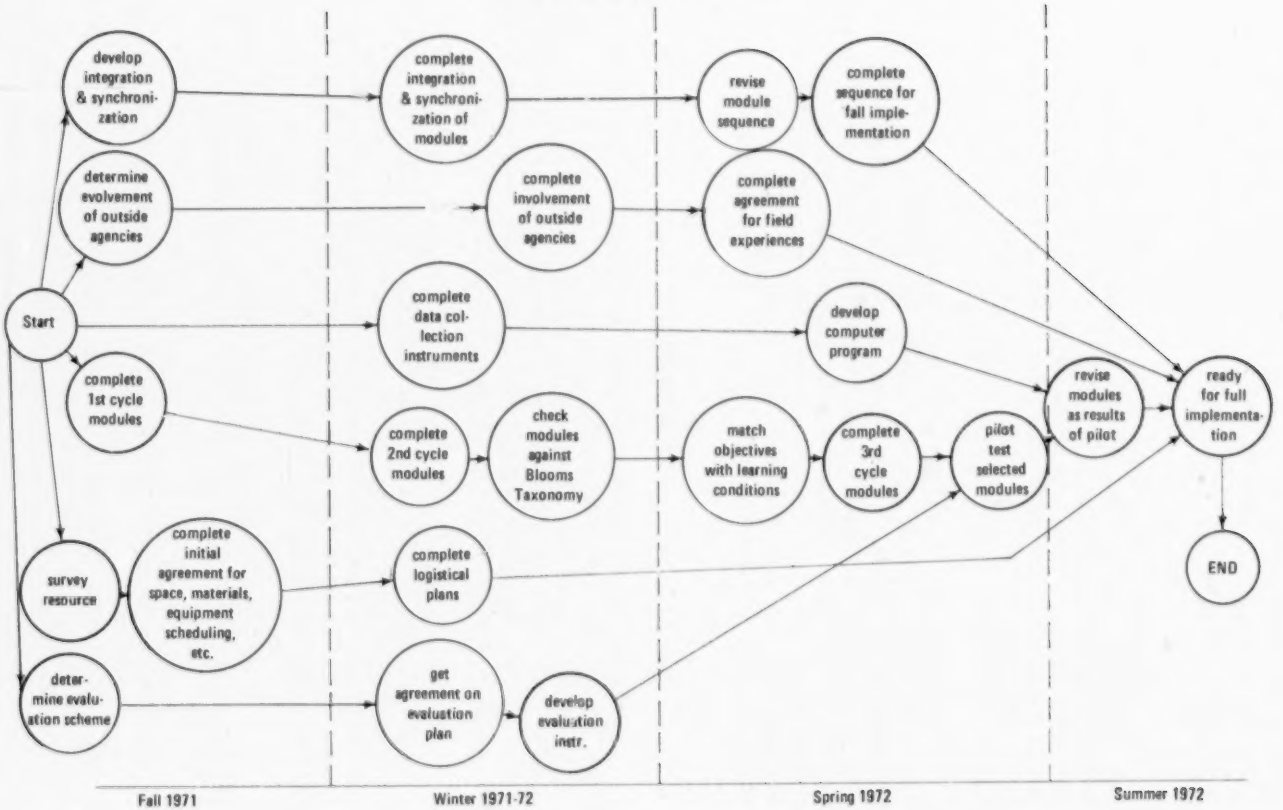
Upon completion of the tasks described in the preceding section, the instructional teams began implementation in the fall of 1972. The three elementary instructional teams consist of six to eight full-time faculty and one graduate as assistant. Five departments are represented: Elementary Education, Educational Psychology, Societal Factors, Educational Media and Technology, and Secondary Education. Each team member is responsible for planning, team teaching, and supervising the field components of the program.

Each team has been assigned one or two groups of students and will be responsible for all instruction of the modules in the entire program for that group of students. They will stay with the same group of students for their four "courses" of work in professional education. While this does not currently include the student teaching component, the teams' responsibilities will include this aspect in the fall of 1973.

Each elementary team has developed a close working relationship with a group of schools from the Toledo Metropolitan League of Multi-unit Schools, for the purposes of cooperative planning, evaluation, and modification of the program as the needs of the participating schools change. These Teacher Centers are now in their infancy, though several roles and concepts have been defined. For example, team members have been assigned to each school in their center and will be serving on each school's Instructional Improvement Committee (IIC). The role of Coordinator of Field Programs will provide liaison among all teams and school personnel. One member of each team has been funded through the original Title III grant, which created the League, to coordinate work with the participating schools, both pre-service and in-service, as they relate to further development of multi-unit schools.

The secondary program has organized its staff into two teams. Each team is responsible for planning together, for team teaching and for supervising the field components of the secondary program. As is true of the elementary teams, these teams consist of staff from five departments and are responsible for instruc-

UNIVERSITY OF TOLEDO
Elementary and Secondary Program Planning Sequence
– Academic Year and Summer 1971-72



tion in the two "courses" that include the modules making up the program for secondary majors. The "courses" were formed for the purpose of interfacing with the University and do not affect the sequence modules.

Because the instructional needs in the secondary program differ from the elementary program, individual faculty members or teams of faculty are responsible for teaching discrete components of the total program in both courses. A secondary team is not expected to move with a particular group of students from one "course" to another, as in elementary.

Teaching Centers are being developed in various high schools and/or junior high schools in the Toledo metropolitan area. Students will work primarily in one of these centers for their field experiences within the program. Individuals within the instructional teams will act as facilitators for coordinating the activities of the teams with those of the public school, for both pre-service and in-service.

Assessment

Conditions required for an ideal performance-based teacher education program provide a focus for assessment, and for decisions regarding assessment outcomes. Change in the instructional and management systems, then, depends upon the assessment of objective data, and revision processes channeling the data.

The operationalization of competence-based instruction requires that the learner master prerequisite behaviors before continuing to successor behaviors. The instructional program and the management system, then, will change on the basis of how well objectives of the two systems are met.

The following are conditions required by the management system using successive approximations as a focus:

1. Goals of the management system are operationally stated.
2. Policies and rules controlling management decision making are operationally stated.
3. The decision-making models used by the management system are operationally stated.
4. Components of the management systems are operationally defined.
    a. Functions of each component.
    b. Relationship among components.

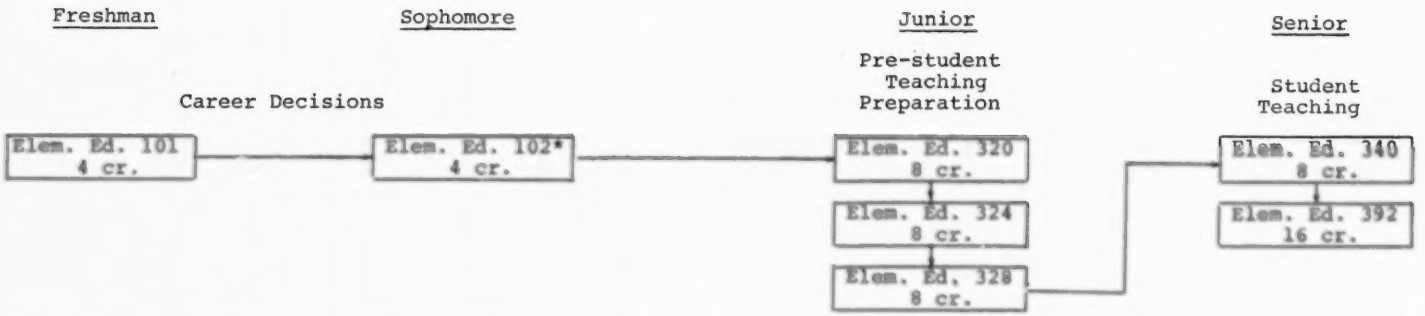
5. Means for assessment of management system are operationally stated.
6. Means for revision of management system are operationally stated.

The following are required components of the management system:

1. Analysis.
    a. Determination of variables and constraints.
    b. Determination of managerial tasks.
2. Design.
    a. Development of alternative solutions.
    b. Cost/effectiveness comparison of alternatives.
    c. Selection of most appropriate alternative.
3. Operation.
    a. Quantify specifications for selected alternative.
    b. Develop and field-test prototype.
4. Communication.
    a. Cognitive and affective guidance of faculty and students.
    b. Assessment and revision feedback mechanisms.
5. Information handling.
    a. Data collection.
        (1) For program revision.
        (2) For modular revision.
        (3) For management system revision.
        (4) For student advisement.
    b. Data manipulation.
        (1) Statistical.
        (2) Rearrangement and juxtaposition.
    c. Data distribution.
6. Evaluation.
    a. Validating processes against instructional and management system goals.
    b. Generation of new management tasks.
7. Logistics.
    Scheduling of staff, students, space, materials, and equipment (Program Evaluation and Review Techniques).
8. Resource allocation.
    On the basis of instructional and management systems objectives (PPBS).

The Elementary Sequence

University of Toledo



Elementary Education 101-102 represents the Career Decisions Program required of all students in elementary education. The two-quarter program focuses on:

1. Identifying teaching level and/or specific teaching area through many field observations and seminars.
2. Assisting students to make a valid career choice and educational commitment.

*Transfer students would take the program at other times.

The four 8-credit courses comprise the total pre-student teaching preparation in elementary education with the following emphasis:

320: The Multi-unit School and other educational settings; role of teaching; value clarification; goals of education.

324: The teaching-learning process; psychological principles of learning and behavioral operations.

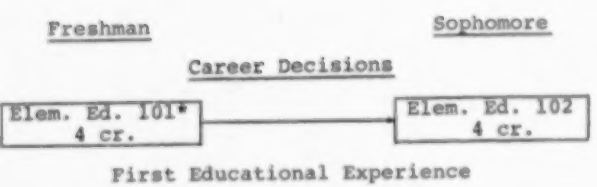
328-340: Planning, implementing and evaluating instruction in mathematics, science, language arts, and social sciences in the context of team teaching in the Multi-unit School and other settings.

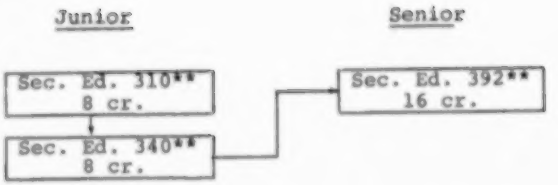
Appropriate field experiences are scheduled for each quarter with increasing responsibility placed on the student for instruction.

392: Student Teaching. Emphasis is on synthesizing content of pre-student teaching courses and experiences and application to teaching in a Multi-unit and/or other elementary schools.

The Secondary Sequence

University of Toledo





*Both elementary and secondary students are in this program together but their field experiences are different.

**This is a three-quarter program which is taken somewhere in the junior and senior year.

The 310 "course" deals with the following general topics as these relate to specific teaching areas, i.e., English, social studies, mathematics, science, etc.

1. Value and Inquiry.
2. Curriculum Bias.
3. Concept Teaching.
4. Behavioral Objectives.
5. Bloom's Taxonomy.
6. Evaluation and Testing.

The 340 "course" deals with the following general topics as they relate to specific teaching areas:

1. Inquiry Teaching and Learning.
2. Instructional Strategies.
3. Behavior Modification Techniques.
4. Media Utilization.

Both of these "courses" have a concurrent field experience in which the students take on increasing responsibility for planning and implementing teaching programs.

The 392 "course" or student teaching emphasizes the synthesizing of content and experiences of the 310 and 340 "courses" and the student applies this knowledge and skill to teaching in the secondary schools.

VI

WEBER STATE COLLEGE

by

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and

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Institutional Background

Weber State College was founded in Ogden, Utah, in 1889 by the Church of Jesus Christ of Latter-Day Saints as Weber State Academy. In 1933, Weber was established as a state junior college under the control of the State Board of Education. In 1959, the legislature authorized the addition of upper-division courses, and Weber is now a four-year state institution. Located approximately 30 miles north of Salt Lake City, Ogden is a city of 70,000 persons. To some, Weber's involvement in an urban education project may seem surprising. While not an unexpected reaction, it is nonetheless an erroneous one.

Weber's participation in the urban teacher planning grant program is evidence that urban issues and problems are not restricted to major cities. On the contrary, Weber State's participation underscores the fact that poverty and other inequities exist in all regions of the United States. While Ogden does not have the heavy population densities or ghettos of major cities, it does face some of the same basic urban education issues which exist elsewhere. Current statistics, for example, indicate that about half of all ethnic minorities presently enrolled in Utah high schools live within a twenty-mile radius of Weber State. The dropout rate

for Chicano students is approximately 62 per cent between grades K-12.

Three additional points must be underscored in this review of the Weber State plan.

First, the Weber plan is unusual in that it is predicated on a close working relationship between the School of Education and the Institute of Ethnic Studies. Both units have unusual attributes. The School of Education at Weber already had received national recognition for its Individualized Performance-Based Teacher Education program (IPT). In essence, the IPT program basically altered the ways in which faculty work with students and in which students master the content of teacher education.

IPT learning packages, called WILKITS (Weber Individualized Learning Kits), are the heart of the teacher education curriculum at Weber. Each WILKIT (and there are over 50) focuses on a segment of knowledge and includes pre- and post-tests, readings, exercises, and, frequently, field experiences. Students work at their own pace, meet with professors individually or in flexible seminars as needed, and master each segment before moving to the next WILKIT (though several KITS can be worked on at the same time).

Second, the Institute of Ethnic Studies (founded in 1970) was established for the purpose of assisting minority students at Weber. The basic philosophy of the Institute commits it to curricular changes accomplished in cooperation with other departments on campus. "Black History," for example, is taught by the History Department and "Business Management and Race Relations" is offered by the School of Business. This approach has been successful thus far and aspects of an ethnic curriculum are now included in ten departments.

Before the initiation of this planning process, the Institute of Ethnic Studies and the School of Education had not worked together on an assignment. Faculty members were only remotely acquainted. This lack of communication resulted in feelings varying from apathy to misunderstanding. Expertise which might have been used by both departments in dealing with the needs of the poor and with minority groups was untapped.

Third, it was determined early in the planning process by the key representatives of the School and the Institute that the planning and implementation phases of the planning grant would be initiated to-

gether. That is, rather than utilizing the planning monies strictly for planning, it was determined that (1) a start would be made on the implementation of a new working relationship between the School of Education and the Institute of Ethnic Studies; (2) that the revision of some of the WILKITS would be attempted; and (3) that a new course in ethnic studies would be developed for all students in education. The Weber plan, hence, is partially a report of what has already been accomplished and, additionally, a description of where continued efforts will be made.

Statement of Intent

The original proposal for a planning grant was submitted by the Institute of Ethnic Studies in cooperation with the School of Education. Acknowledging the strength of the IPT program, the proposal made clear that the basic assumptions incorporated into the WILKITS were white middle class, and that an effort was needed to determine the appropriateness of the WILKITS and of the IPT program to minority groups and to teachers working with minority groups. Noting that the entire faculty and staff of the School of Education were white, the proposal spoke to the need for staff members in the Institute, who represent all of the minority groups in the Ogden area, to assist their colleagues in the School of Education to evaluate the WILKIT program.

The original proposal outlined a two-phased approach. Phase I called for an evaluation of the Weber State teacher education learning materials in respect to their effectiveness in the preparation of urban teachers. It was agreed that WILKIT learning activities would be evaluated to determine the degree to which they served the needs of urban teachers. It was also planned to establish criteria which would determine the nature of training needed to prepare teachers adequately for the urban school. An important aspect of such a program would include material on the cultural background of the minority students, covering information on life styles and attitudes. It was further planned that recent graduates who have entered urban schools would be contacted to determine the level of their effectiveness in dealing with problems faced by minority group children in the Ogden area.

Phase II of the planning process would focus on six objectives: (1) an examination of the basic tasks that a teacher must be capable of performing in an urban school; (2) the identification of the human characteristics necessary for teaching in urban schools; (3) the

establishment of guidelines for the development of new urban-oriented WILKITS; (4) the establishment of priorities for the future use of these KITS; (5) the identification of methods to recruit additional minority group students into the School of Education; and (6) an examination of curricula in other departments which could be adapted to provide better teacher preparation for urban areas.

The proposal also outlined the utilization of consultants and the formation of an urban evaluation committee which would include teacher educators, school system representatives, teachers, community representatives, and students. Once the planning got under way, some of these objectives emerged as being of more importance than others. In effect, the generalized statement of goals became more specific as it became operational.

The following ten performance-based tasks were identified as the more important aspects of the planning process: (1) to conduct a workshop utilizing outside consultants and faculty at Weber which would critique the WILKITS for their urban content; (2) to search and identify urban learning materials which would be applicable to the WILKITS; (3) to locate recent IPT graduates via a questionnaire study; (4) to outline new WILKIT content areas; (5) to gain support for a general education course in ethnic studies and to develop and submit for approval a course outline; (6) to develop a minority teacher recruitment program; (7) to initiate hiring a minority faculty member in the School of Education; (8) to assist in making the new Teacher Corps program successful; (9) to gain the confidence of the IPT faculty and that of the Institute of Ethnic Studies for these activities; and (10) to identify individuals at the Institute and the School who would accept the responsibility to follow through on these activities.

The basic goal, therefore, was to review an important breakthrough in teacher education, the IPT program, and to reorient aspects of it to the fundamental issues of urban education. Not all of the above ten tasks were accomplished, notably the followup of graduates, but progress was made on virtually all of the others. It should also be noted that all of these activities were given some sense of urgency in that, shortly after receiving The Sears-Roebuck Foundation planning grant, Weber also received approval of a Teacher Corps program which became operational in the summer of 1972--at exactly the same time that the urban teacher planning program was to be completed. This made it

possible for the planning reported in this monograph to have spill-over effects for the Teacher Corps Program.

Strategies

While a number of preliminary discussions took place early in the academic year 1971-72, it was in the spring semester that the major events of the planning process occurred. The major strategies employed were threefold: (1) to involve a number of persons from the School of Education, the Institute of Ethnic Studies, and from the community in the planning process; (2) to identify key personnel who would take the lead in continuing the planning process and developing appropriate materials; and (3) to work explicitly toward the above ten goals so that a plan for future work and some immediate tangible accomplishments could emerge together.

A major milestone took place in February when an in-service curriculum evaluation workshop was held. Participating were the full faculty of the School of Education, the full staff of the Institute of Ethnic Studies, and a number of consultants. Among the persons involved were Dr. Blaine Parkinson of the School of Education; Dr. Richard Ulibarri, Director of the Institute; Dr. Curtis Jackson, an Indian Education Specialist; Mr. Horace Leake, Associate Director of the Teacher Corps at the University of the Pacific; Ms. Rosalind McClendon, a principal in the Detroit Public Schools; Dr. Donald Orlosky of the Leadership Training Institute, University of South Florida; and Ms. Barbara Williams of the TTT Project at the University of Washington. Each consultant was sent copies of WILKITS to read prior to the workshop and was asked to critique the KITS in terms of their urban relevance. The consultants and faculty at Weber met in large and small group sessions, and one session included students currently in the IPT program. The workshop provided an opportunity for the consultants to (1) describe where they felt urban materials could be included in the existing WILKITS, (2) identify subject areas for new WILKITS which would add a stronger urban education dimension to the program, (3) begin planning for the Teacher Corps program, and (4) provide an opportunity for the Institute and Education faculties to work together on common problems.

The most significant outcome of the conference was confirmation of the fact that the expertise required to plan and produce urban and multicultural learning materials was available within the institution. The conference affirmed the willingness of the School and

of the Institute faculties to plan cooperatively an urban teacher education program.

Another major outcome was the decision to produce a new WILKIT focus on cultural awareness. This decision led to a second workshop in May which included key persons identified in the earlier sessions as being particularly interested in the development of such a workshop. This session included Professors Parkinson, Ferrin, Adamson, and McCarthy from the School; Mr. Richard Thomas, Mr. Elfrado Pando, Ms. Vonna Breeze, Dr. Richard Ulibarri, and Mr. Daily Oliver from the Institute of Ethnic Studies. The workshop was of particular importance since it was necessary for the planning group to learn some of the demanding logic required to produce a performance-based packet of materials on a topic as broad as cultural awareness. A large number of ideas came from this workshop: definitions of culture; the need to include materials on black, Chicano, and Indian history; examinations of the culture of poverty, or urban environments, and of the psychology of prejudice.

It was determined that four basic clusters of ideas would be brought together in the KIT: (1) knowledge of the attributes of our pluralistic society; (2) information on institutional racism; (3) suggestions for solutions teachers can apply; and (4) ideas on the degree to which schools have contributed to problems such as racism, religious discrimination, and related issues. While it is not possible here to outline all of the ideas embraced in the above categories, a more complete report on all of these activities, as well as a sample of the WILKIT, is available from Weber State College.

Another significant accomplishment was the planning of a new course for all education majors, "An Introduction to Ethnic Studies." The need for such a course was obvious because of the paucity of multicultural courses on campus. Representatives of the School of Education believed that a general education course in ethnic studies was needed as a prerequisite for work in the new WILKIT and the others to follow. With their support, the Institute of Ethnic Studies submitted to the curriculum committee a course request which was approved.

A major accomplishment of the planning/implementation process was the appointment of Mr. Alfredo Pando as Associate Director of the Teacher Corps program in the School of Education. Mr. Pando became the first minority group faculty member hired by the School.

His association with the School marked a major step toward the development of a multi-ethnic emphasis in the School, for KITS and other materials are insufficient without people sensitive to the issues working with students. It is important to note that Mr. Pando was already on the staff of the Institute of Ethnic Studies, and his joining the Education faculty is strong evidence of the close working relationship between the two units that emerged during this planning process.

An additional task set for the planning process was the involvement of public school teachers. A workshop on games and simulation was planned by Professors McCarthy and Barton of the School of Education in July 1972. Nearly one hundred teachers registered for the workshop, and the results were considered successful. As a result of this experience, a second workshop is planned for the coming year with a special emphasis on urban and multi-ethnic games and simulation materials.

Another milestone was the increase in contact between the School of Education and local minority group representatives. The Institute of Ethnic Studies staff provides a bridge between the School and the local community. The Institute staff represents all of the major ethnic and minority groups in the Ogden area and, through its contacts in the community, has been instrumental in bringing representatives of the community in touch with the campus. For example, three local community representatives were hired part time by the Teacher Corps to communicate information on the project to persons in the community.

Future Plans

Given the above activities, the School of Education and the Institute of Ethnic Studies have agreed to continue their work in the following directions:

(1) The Cultural Awareness WILKIT is in process of development, but a portion of it is complete and has been tested in a workshop with members of the Teacher Corps. Students in the School of Education will be using it soon. It should be pointed out that the individualized learning program at Weber includes a constant emphasis on evaluation of the WILKIT. The new WILKIT, hence, will be evaluated in the same way as are the other WILKITS. Student feedback is regularly solicited and, as each student completes a WILKIT, he meets with the faculty member responsible for the KIT for a review of his work.

(2) Another major goal is to continue examining the existing WILKITS so that additional emphasis on urban content or material can be included. This is a major task, with the recurring problem of finding released time for selected faculty to work on these revisions. While workshops and consultants were useful in identifying issues and suggesting materials, the task of revising dozens of other WILKITS requires energy and time that the rather intensive pace of the IPT program makes difficult to allocate.

(3) The need for several additional new WILKITS has been identified. This includes WILKITS specifically focused on black culture, Chicano culture, and Indian cultures. Another cluster of WILKITS would focus on the teaching of English as a second language, with a particular emphasis on the implication for Spanish-speaking and Navajo-speaking persons in the area. Still another WILKIT will focus on change strategies to be utilized by teachers in the school.

(4) An urban curriculum library is in the building process. A review of the WILKITS and the College library indicated a need for more materials on urban education and multicultural education. Some readings and films were purchased as part of the planning grant, and it is anticipated that these new materials will be the beginning of an urban curriculum library within the School of Education.

(5) The new course, "An Introduction to Ethnic Studies," was just initiated. As has been noted, this course will be required of all education students, and it is anticipated that the materials covered will provide the background necessary for prospective teachers to be prepared to engage in the readings and field experiences built into the proposed ethnic WILKITS.

(6) One of the major outcomes of the planning process was the realization that, while reading and films on ethnic minority problems are available, the development of field experience within the multicultural WILKIT is of critical importance. It is anticipated that much additional energy will be required for the development of appropriate field experiences this year.

Summary

In view of the past year's work and future needs in developing an urban emphasis in teacher education, the following conditions and goals have been set in the Weber plan:

1. Development, production, testing, and incorporation of additional WILKITS on urban education.

2. Evidence of an adequate urban curriculum library.

3. A functional general education course in Ethnic Studies that is required of every education major at Weber State College.

4. Evidence of urban or multicultural content in every WILKIT.

5. Increasing by ten-fifteen per cent the number of minority group students in the teacher education program.

6. Developing learning experiences which insure all teachers sensitivity to a culturally pluralistic society.

7. An overall education experience at Weber State College which includes all cultures and insures the dignity of all men.

8. The development of learning modules for teacher aides who are presently employed in the public school system. Since many paraprofessionals have been hired by funds designated for disadvantaged persons, and because many minority individuals are disadvantaged, a number of minorities have been hired by local schools. A performance-based program that is credentialed and provides upward mobility would be of great value to these paraprofessionals.

9. Nationwide dissemination of urban materials and learning experiences developed by Weber State College.

A number of conditions which now exist portend an optimistic and realistic view of the next two years of work: (1) an operational individualized performance-based teacher education program which forms a curriculum readily amenable to change; (2) initiation of a Teacher Corps project; (3) the willingness among a number of key individuals to revise existing learning modules to include urban education; (4) a cooperative relationship between the School of Education and the Institute of Ethnic Studies; (5) the presence of a minority staff member in the School of Education; and (6) experience in developing self-instructional learning modules.

VII

THE ROLE OF THE CONSULTANTS

by

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One of the pleasant surprises in The Sears-Roebuck Foundation program was the significant impact of a relatively small grant on the funded institutions. A large part of this impact seemed to come from the role of the consultants.

Discussions among the consultants revealed that each experienced a different relationship with his institution from that which typically exists in a consulting arrangement and that this different relationship was a factor in giving power to the grants. The institutions might have responded as they did without such help, but it is likely the role of the consultants was an important factor and, therefore, an analysis of that role is included in this report.

Provision for consultant help was made at the time the awards were granted to the institutions. Technical assistance thus was a bonus provided outside of institutional expense, rather than a liability forced on the institutional budgets. This arrangement protected the institution's funds and also guaranteed that consultant services would be provided throughout the planning period. The "gentle prod" of knowing that an agent from the funding source would make periodic visits to help with the program, rather than to evaluate the performance of the funded institutions, created a good climate for cooperative effort. The consultant was part of the total package and therefore was most often regarded as a person who had as much interest in the success of the planning as did the funded institutions.

The consultants were also the members of the panel that prepared the initial guidelines and selected the institutions that received the awards.

This gave the institutions the benefit of receiving consultant help from individuals who could interpret the rationale or basis for including the requirements that were written initially into the Request for Proposals. Because of the background of each of the consultants in developing the guidelines for the grant, the consultant did not need the usual orientation period on the campus before he could deliver his help. In most other instances, consultants are employed because of their expertise in a given field of knowledge, and an institution must devote some time to acquainting the consultant with its problems before productive conversations can be held. In the case of The Sears-Roebuck Foundation grants, the consultants came to the institution with a good orientation, expertise in the area of work, and sufficient information about the intent of their visits to assist the institution with little delay.

In addition to the general tone created by the characteristics of the relationship between consultants and institutions, the role of the consultants can be further explained under the categories of (1) his acceptance at the institution as a member of the staff, (2) his role as an interpreter of the guidelines, (3) his continuous consultant arrangement, (4) the use of reports from the other institutions, and (5) consultant commitment and non-evaluative role.

Member of the Faculty. Of course no one can arrive on a campus and be considered in quite the same way in which a member of the faculty would be regarded. After the initial visits, however, each consultant described how welcome he was made to feel in sharing institutional problems and discussing institutional plans. Most consultants made three visits to their assigned institution, and by the third visit each consultant was reasonably well known on the campus and was greeted with strong professional friendships and the candid remarks that are frequently reserved only for co-workers.

Initial caution was typical during the first visit, but the relationships invariably grew quickly beyond the superficial level. Consultants were invited to give presentations at campus meetings. Their advice was sought on planning programs, initiating new doctoral studies, and developing relationships with schools in the area. The hospitality extended into private homes, evening dinners, and social and recreational events on the campus. The consultants and the project directors on each campus established close ties that made open discussion and forthright criticism possible.

Interpreting Guidelines. Guidelines were prepared for the initial grant and, again, to solicit the final report. In both cases, they were prepared by the consultants. As in most guidelines, some ambiguities or confusion were present. Project directors did not worry unduly over what the guidelines intended, because the consultant was in a position to share the discussion that led to a given request and to provide the interpretation for the project director. Project directors often expressed relief at knowing that if they were uncertain about their responsibilities or the limits of their efforts, they could count on the consultant to give them the needed assistance. They also knew the consultant shared the responsibility for interpreting the guidelines accurately and this furthered the sense of alliance between the director and the consultant. The interpretation of the guidelines sometimes gave the institution more latitude than it might have utilized otherwise, since the consultant could broaden the guidelines in their intent when the literal meaning might have seemed more narrow. In other cases, the limitations intended by the guidelines needed to be enforced. As a rule, the consultant arrangement created a situation in which the intent of the guidelines was enforced without the rigidity that often accompanies written guidelines that remain unexplained.

Continuous Consultation. Each institution's knowledge that a consultant would be making regular visits prompted some of the project directors to state that they felt a stronger responsibility to make continuous progress than might otherwise have been the case. The human tendencies to delay action or to await confronting another person with a request were less frequent, due to the continuous nature of the consultant arrangement. One of the consultants reported that he had "no doubt that the continuous consultant arrangement represented the single most important aspect of this arrangement." Another commented: "There is always the tendency to let the planning process slide because of the pressing matters of day-to-day business. But the presence of the consultant causes the planning process to be given a higher priority and things begin to happen."

In addition to the subtle coercion provided by the persistence established in the consultant procedures, the project directors knew that when they faced problems they were not left without help. Where an institution might hesitate to call on another person for advice in some instances, the institutions in this project were not reluctant to call the consultant and seek an opinion or information when it was needed. They felt

comfortable in asking for help, and the consultants never were so far removed from the continuous work of the institutions that they lost contact with the development of the plans.

Site Visit Reports. After each consultant visit, the consultant prepared a written report which he sent to the institution and also shared with the other four consultants. The consultants were able to keep informed of the development at all five institutions and to share with their own institution the developments throughout the program. No effort was made to include the work at one institution on the agenda at another institution, since each case had its own idiosyncrasies. In the case of at least one consultant, however, a regular part of the consultant visit included a discussion of what the other institutions were doing and a review of the institutional reports. A sense of cohesiveness arose throughout the program, even though the institutional directors did not work closely with one another. When each institution presented its plan at the final meeting of the year, it was not as if strangers were brought together for a discussion. All had experienced similar efforts and each knew enough of each other's work so that the opportunity to discuss plans with one another was a logical extension of the year's effort.

Consultant Commitment and Non-Evaluative Role. The consultant felt as much obligation as the project director to make the program work. Since the consultants had been in the program from its inception, they were eager to see the planning succeed. The directors recognized this commitment and, after initial greetings were exchanged, some leaned heavily on the consultants to gather support for the directions in which to move. The camaraderie between director and consultant arose from their shared commitment. The project directors also expected that no additional funds would be forthcoming and that they would have to make the best progress they could in the limited time available. Under these arrangements, the consultant was a non-threatening helper who shared the work of the project director in reaching for a common goal.

It would be naive, of course, to state that a regularly assigned consultant to an institution could bring sufficient force to any campus in two or three visits to energize the entire faculty to change its way of thinking and behaving in the development of teacher education improvements. If any impression has been given that consultants single-handedly achieved such impressive gains, the impression should be erased

immediately. The effort of the project directors was far more important, and the fortunate characteristics of responsive administrations, circumstances that created a climate for change, and the forces at work in the renovation of teacher education programs throughout the country were important factors at each institution.

The consultants can be given neither credit nor blame for any of these other circumstances. Yet, the role of the consultants in The Sears-Roebuck Foundation program was somewhat different from that which one frequently finds and the testimony of the consultants, the comments of the project directors, and the apparent gains made in the development of viable plans of operation were due, in part, to the consultant arrangements that were employed.

VIII

SUMMARY

Although the original grants were designed to support plans only, three of the recipients found their plans so substantial that at the end of the planning period they were able to slip, surprisingly, into immediate actual operation. A fourth institution states: "At this point in time, the plan is speculation more than reality, but it is speculation based on investigation and trials that give support to the steps in the plan. . . . If the plan is successful, and if its intent is appropriate, our teacher education program will undergo changes that are lasting and represent an improvement in the current program of preparing teachers." The fifth institution has its implementation program chronologically charted for 1973.

Many elements in this grant program contributed to its success.

The five institutions had both basic similarities and basic differences. All were state-supported, all heavily involved in the education of teachers. Some were relatively small, some relatively large; enrollments ranged from 6,000 to over 20,000. Four were in urban localities, although these environments varied in size, constituency, and problems. The fifth, although not located in a major city, served an ethnically mixed population which paralleled that of many cities.

Yet, in each institution there was a strong acknowledgment that current practices in educating teachers for inner-city schools were failing the pupils to be taught, and that change in these practices was essential. In each, also, there was a strong commitment to this change. Commitment began at the top, with the president, and eventually brought in, either voluntarily or through carefully planned strategies, both faculty and students engaged in the process of teacher education.

Although the goals were the same in each plan--better teachers for the children of the poor, the crowded, the culturally different, the bilingual--the

means were different. Three plans called for the politic application of technology and systems analysis; one traveled from a broad research base to the strength of distillation; one concentrated on the interaction between the training laboratory of the college and the real working world of the public school community.

In the view of the project directors, the consultants, the Foundation, and the Association, however, there was a pattern of identifiable levers at work in each instance.

Commitment. At each institution, the will to do was there. Certain minds on each campus had faced up to the need for change long before the grant program was made public. When the grants came through, the project directors and their assistants worked with continued dedication during the planning period.

Money. The money energized the will to do. It gave the project directors the power to act. And this was special money. It went to institutions with traditionally tight budgets and came, therefore, with a disproportionately high purchasing power. In addition, the money was strictly pinpointed to the theory and practice of change--not to an existing program, not to faculty salaries, not to overhead, nor for the assigned consultants. Yet, within this narrow construct, the money could be used as each project director translated his needs. There were no internal strings attached.

Consultants. The consultants were, in a pure sense, catalysts. They were objective experts, benevolent, interested only in the optimum development of the plan. They appeared on each campus with regularity, expecting a progress report. And each project director knew that in spite of any bureaucratic, human, or time pressure which blocked progress, progress would still have to be effected and reported by a certain date.

Community. Each institution knew that four others were going through the same birth pangs under the same circumstances, and they were able to share experiences as they went along.

APPENDIX A

GUIDELINES FOR PROPOSALS TO DESIGN NEW TEACHER EDUCATION PROGRAMS IN URBAN STATE COLLEGES AND UNIVERSITIES

Center for Urban Education

16 April 1971

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GUIDELINES FOR PROPOSALS TO DESIGN NEW TEACHER EDUCATION PROGRAMS IN URBAN STATE COLLEGES AND UNIVERSITIES

I. Introduction

A. Background

The teaching profession has a tremendous need for competent and dedicated urban teachers, and programs designed to recruit, prepare and support such teachers are still far more an ideal than a reality. Recognizing the private sector's responsibility to energize efforts to meet strategic social needs, the Sears Foundation is prepared to fund planning grants for the development of urban teacher preparation programs. The Foundation initially asked the Center for Urban Education to investigate whether conducting teacher training programs in nontraditional urban settings (storefronts, community centers, churches, etc.) would be feasible and productive. The investigating team, after visiting numerous institutions in urban areas, concluded that social geography was not a crucial determinant of the quality and effectiveness of teacher training. The Center team further recommended that the Foundation pursue its interest in urban teacher education by offering support to state colleges or universities willing to plan and implement new and promising teacher training programs that emphasize the development of professional competencies in school settings. The Center team has worked with a panel of national authorities in the field of teacher education to construct these guidelines for planning grant proposals.

B. Objectives for New Training Programs

Planning grants should offer institutions the opportunity to investigate new approaches in the preparation of pre-service teachers for urban school systems. Institutions may elect to adopt a program developed elsewhere or to expand or further develop an experimental program already in progress, to initiate an original design. The great need is to put ideas together into operational programs that can alter traditional teacher education.

The central objective of the offering is to encourage and accelerate the planning and development

of urban teacher preparation programs that are funded internally, rather than programs predicated on external grants, as necessary as such grants may be. It is assumed that the plans will stimulate competency-based teacher education programs which include some period of internship in urban schools. The internship period should differ substantially from the accepted practices of student teaching or similar field experiences. The urgency of the need for skilled urban teachers requires boldness in thought and systematic application of what is already known. The original portion of a given planning proposal may be in its re-patterning of concepts already in practice.

C. Criteria Appropriate to the Evaluation of Planning Proposals

It is not the intent of these guidelines to limit the creativity of applicants. At the same time, certain criteria are inherent in the design of any guidelines. These criteria will also be applied in determining which planning grant applications are funded. Among the criteria to be applied are the following:

1. The proposal must focus sharply on the preparation of teaching for urban schools serving low income populations. The full complex of problems and issues related to such programs should be clearly stated and reflected in the program to be implemented.

2. The proposal must give evidence of cooperation between all of the significant parties associated in the program, such as: representatives of universities, school systems, the community, teacher associations and students.

3. The structure, content, and articulation of all liberal arts and teacher education courses which are a part of the program must be directly related to the goals of the program.

4. Proposals must specify approaches to the task of assessing teacher performance.

5. A careful plan of operations will be a major expectation in the planning proposals. Preference will be given to those plans that evince a sense of urgency along with appropriate strategic and tactical propositions.

6. The people to be recruited and trained in the proposed program should be described and the basis for selection specified.

7. Preference will be given to those proposals that offer a recognition of the "Realpolitik" of teacher education. If politics is defined as the art of the possible, urban teacher preparation programs need to build on what is known and to specify the limitation of what is possible. Proposals selected for support will demonstrate new thrusts in the preparation of urban teachers that blend the best of what is known with what can and should be.

II. Request for Proposals to Design New Teacher Education Programs

A. Request for Proposals

Proposals are requested to design competency-based urban teacher education programs which will utilize the coordinated resources of colleges, public schools, and communities. The Sears-Roebuck Foundation will provide support for up to eight planning efforts, in amounts of $5,000-$15,000 each, to be carried out during the period September 1971 through August 1972.

B. Scope of Work for the Applicant

It is anticipated that requests for funds to design new training schema for urban teachers will be relatively brief and specific. The request should outline in as much detail as possible the organization and conduct of the effort to design new training programs, including reference to the following:

1. Statement of the overall rationale for the training program to be planned, including the general substantive area and conceptual framework.

2. Specification of the structures and/or logical frameworks for the training programs to be designed.

3. Description of the areas of competence, level of skill, substantive field, and discipline background, of the persons to be emerging from the training programs.

4. Evidence of the applicant institution's ability to recruit suitable participants.

5. Evidence of the applicant institution's ability to provide qualified trainers.

6. Description of the training methods likely to be included.

7. Description of the mechanism by which the planning effort would be administered, and which would permit periodic reporting of progress while the planning is in process.

8. Identification of such other institutions and agencies which may participate in the planning process.

9. Names and vitas of persons to be involved in the planning effort.

10. Description of strategies for testing and implementing completed plans:

(a) Institutional commitment.
(b) External arrangements.

11. Budget.

C. Proposal Evaluation Criteria

The proposals received to conduct the design effort will be evaluated on the following bases:

1. Evidence of intent to design training which is research-based, and directed toward the solution of important problems of concern to urban education.

2. Capacity of the planning institutions and agencies to effect the planning process.

3. Capacity of the planning institutions and agencies to carry out the training programs to be designed.

4. Quality of the personnel to be involved in the design.

5. Economic efficiency of the proposed design activity.

III. Time Schedule

	Date
Announcement of availability of planning grants (RFP):	May 1, 1971
Deadline for receipt of proposals:	Aug. 15, 1971

Time Schedule (continued)

	Date
Announcement of planning grants:	Oct. 1, 1971
Planning period begins:	Jan. 1, 1972
Planning period ends:	July 1, 1972
Program plan due:	Aug. 1, 1972

IV. Proposal Specifications

Only colleges and universities maintaining membership in the American Association of State Colleges and Universities, and designated as "urban" by the AASCU, are eligible to submit proposals for planning grants. Each proposal must include cover page, narrative body, vitas of personnel, and planning budget.

1. The cover page carries the following information:

(a) Title.
(b) Applicant organization (name of urban AASCU college).
(c) Name of principal investigator (person responsible for development of proposal).
(d) Name of project director (if different from principal investigator).
(e) Name of transmitting officer (official committing the institution).
(f) Duration of planning period.
(g) Total funds requested.

2. The body of the proposal is not to exceed 25 pages (doublespaced) in length and must include the following sections:

(a) Description of program objectives.
(b) Stipulation of planning process.
(c) Evidence of institutional support.
(d) Budget and timetable for the planning period, including projected costs under general categories of salaries, supplies, communications, and services.
(e) Vitas of all participating personnel must be appended to the proposal.

Program Objectives

This section should establish the need for the proposed program by defining the problem and associated rationale for the chosen course of action. The

objective should be stated as specifically as possible at this stage in the development of the program.

Planning Process

This should be a detailed description of the proposed operation of the planning group, including stipulation of size, structure, and mechanism for decision making. Charts and diagrams may be included if deemed appropriate. This should comprise the major share of the narrative body.

Include the names and positions of key staff members, their qualifications, and time commitment. Other participants from the college, school districts, community, and student body should also be identified.

Evidence of Institutional Support

Evidence should be included that the key staff members of the planning group would be provided with released time from their normal duties.

General Instructions

The completed planning grant proposals will be composed of a cover page, body, vitas, and budget. Additional materials may be attached to the proposal as appendices.

Submit the proposal on standard 8-1/2" x 11" paper with consecutively numbered pages. A table of contents is recommended.

Twelve copies of the entire proposal should be submitted to:

Mrs. Jane Otten, Director
Office of Urban Programs
AASCU
One Dupont Circle
Washington, D.C. 20036

At least one cover page should carry the original signatures of the principal investigator, project director, and transmitting officer.

V. Program Plans

The intent of planning grant monies is to enable institutions sufficient time to plan new approaches to urban teacher preparation. Thus, it is expected that the work of the planning period would culminate in the

preparation of a program plan to be submitted by August 1972. Such a document would also provide the specific information necessary to implement such a plan. Thus, this report should be definitive enough to bring the teacher training program into existence and to carry it on for at least a two-year period during which the concepts, assumptions, structures, operating mechanism, content, techniques, and other elements can be fully tested.

Specifically, the program plan due in August 1972 might include the following:

1. Specific program objectives stated in behavioral terms.

2. Logical and theoretical framework for the program.

3. Long-range objectives for institutional change.

   (a) Description of how program processes and components will be integrated into regular programs of the institutions.
   (b) Identification of external funding arrangements which will facilitate this change.

4. Identification of institutions and/or agencies which constitute cooperative arrangements; descriptions of the role of each of these units.

5. Faculty who would be specifically attached to the program, including descriptions of the nature and extent of each person's involvement in the program.

6. Performance criteria related to the program objectives on which the success of the program is to be evaluated.

7. Types and numbers of persons to be trained, together with procedures for recruitment, selection, and induction.

8. Content, methods, duration, structure, and administrative mechanisms of the program.

9. Institution's ability to provide the range of training services required by the program design.

10. Administrative, monitoring, cost accounting and evaluative structure which would be established.

11. Funds needed for program development and program instructional materials development.

12. Estimated budget for each of the first two years of operation.

13. Other relevant aspects of the proposed program.

External Evaluation

With regard to evaluation, it should be noted that provision for external evaluation is desirable. Therefore, it is especially important that the program plan stipulate the measures the institution would take in order to facilitate formative and summative evaluation of the program by an outside agency. It is anticipated that the evaluation component should permit (1) process monitoring, and feedback to the decision-making structure, (2) regular reporting of summary quantitative data on characteristics, programs, and placement of trainees, and (3) the securing of cost data in relation to products of the program.

APPENDIX B

PLANNING PROJECT DIRECTORS AND ASSISTANTS

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Kathleen McGlone Constantini
Media Specialist, School of Education
PROJECT DIRECTOR
Dale Knapp
Associate Chairman, Secondary Education Department
Robert Skorodinsky
Consultant Analyst, Charrette Member
Marian Wagstaff
Chairman, Secondary Education Department

CHICAGO STATE UNIVERSITY

William Young
Dean of Education
PROJECT DIRECTOR
Stanley Starkman
Director of Educational Research, Development, and Field Services

RHODE ISLAND COLLEGE

John M. Crenson
Associate Professor of Education
PROJECT DIRECTOR

UNIVERSITY OF TOLEDO

Castelle Gentry
Associate Professor and Chairman
Department of Educational Media and Technology
CO-PROJECT DIRECTOR
Richard Hersh
Associate Professor and Chairman
Department of Secondary Education
CO-PROJECT DIRECTOR

Hughes Moir
Associate Professor and Chairman
Department of Elementary and Early Childhood Education
CO-PROJECT DIRECTOR

WEBER STATE COLLEGE

Richard F. Thomas
Curriculum Specialist, Institute of Ethnic Studies
PROJECT DIRECTOR
Blaine Parkinson
Research Coordinator, School of Education
Richard O. Ulibarri
Director, Institute of Ethnic Studies

CONSULTANTS

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Lawrence J. Barnett
Formerly: Director, Dissemination Division
Center for Urban Education
Currently: Coordinator, Teacher Education Resources
School of Education
University of Wisconsin, Milwaukee

CHICAGO STATE UNIVERSITY

Anthony LaDuca
Formerly: Assistant Director, Dissemination Division
Center for Urban Education
Currently: Assistant Professor of Curriculum and Instruction
Chicago State University

RHODE ISLAND COLLEGE

Donald E. Orlosky
Professor of Education and Associate Director
Leadership Training Institute
College of Education
University of South Florida

UNIVERSITY OF TOLEDO

Howard Coron
Director of Student Teaching
New York University

WEBER STATE COLLEGE

Richard Wisniewski
Associate Dean
School of Education
University of Wisconsin, Milwaukee

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SEARS-ROEBUCK FOUNDATION REPRESENTATIVE

William Whitsitt
Associate Executive Director

AASCU REPRESENTATIVE

Jane Otten
Program Coordinator

APPENDIX C

ORDERS FOR COMPLETE INSTITUTIONAL REPORTS

Copies of the original, complete reports describing each participating institution's progress during the planning period and its final plan are available on request, and at minimal cost, from each institution. These institutions will also answer queries.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

1. Report orders directed to:

   Kathleen McGlone Constantini
   Multiplex Director
   Secondary Education Department
   California State University, Los Angeles
   5151 State University Drive
   Los Angeles, California 90032

2. Price per copy:

   $2.00

3. Inquiries directed to:

   Kathleen McGlone Constantini
   (Address same as above)
   Telephone: 213-224-3765
   213-224-3674

CHICAGO STATE UNIVERSITY

1. Report orders directed to:

   Stanley Starkman, Director
   Educational Research, Development and
   Field Experience
   Chicago State University
   95th and King Drive
   Chicago, Illinois 60628

2. Price per copy:

   Free

3. Inquiries directed to:

   William Young
   Dean of Education
   Chicago State University
   95th and King Drive
   Chicago, Illinois 60628
   Telephone: 312-995-2045

RHODE ISLAND COLLEGE

1. Report orders directed to:

   John M. Crenson
   Rhode Island College
   600 Mt. Pleasant Avenue
   Providence, Rhode Island 02908

2. Price per copy:

   $2.50
   (Checks should be made payable to Rhode Island College.)

3. Inquiries directed to:

   John M. Crenson
   (Same address as above)
   Telephone: 401-831-660, Ext. 502

UNIVERSITY OF TOLEDO

1. Report orders directed to:

   George Dickson, Dean
   College of Education
   University of Toledo
   Toledo, Ohio 43606

2. Price:

   a. Copies of the 252-page report, Planning for a Performance-Based Teacher Educa- Program, are available at $4.50 each.

   b. Two packets of modules are also available at $12.00 for each packet. One packet contains approximately 25 elementary modules; the other, approximately 20 secondary modules.

c. All checks accompanying orders must be made payable to the College of Education, University of Toledo.

3. Inquiries directed to:

Richard H. Hersh, Chairman
Secondary Education
University of Toledo
Toledo, Ohio 43606
Telephone: 419-531-5711

WEBER STATE COLLEGE

1. Report orders directed to:

Richard F. Thomas
Institute of Ethnic Studies
Annex VII
Weber State College
Ogden, Utah 84403

2. Price:

A form is appended here for ordering both the report, Urban Teacher Education: A Change Strategy, and the WILKIT on cultural pluralism.

3. Inquiries directed to:

Richard F. Thomas
(Same address as above)
Telephone: 801-399-5941, Ext. 595

ORDER FORM

Mail to: Urban Materials
Institute of Ethnic Studies
Weber State College
Ogden, Utah 84403

Please send the Materials checked below to:

Name _____
First Last Title

Address _____
Street City State Zip

_____ copies @ $2.00: Urban Teacher Education: A Change Strategy

_____ copies @ $2.00: Module: Cultural Awareness in a Pluralistic Society

Enclosed is my check or purchase order in the amount of $_____ to cover these materials.

(Make check payable to Weber State College.)